



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

7444 E. Broadway Blvd., Tucson, AZ 85710

The Charter Foundation, Inc. dba AmeriSchools

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

High School Achievement Profile ^(a)

2004-05	Excelling
2003-04	Highly Performing
2002-03	Highly Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress ^(b)

2004-05	Met
2003-04	Met
2002-03	Met

School Improvement Status ^(b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Ms. Charlene Mendoza
 Schedule : 08:00 AM to 05:00 PM
 Grades : 9-12
 2005 Enrollment : 110
 Web Address : www.amerischools.org
 Phone Number : (520) 722-1200
 Fax Number : (520) 722-0052
 E-mail : cmendoza@amerischools.org

Mission

ACPA graduates are competitively skilled and self-motivated. Seminar classes provide a hands-on, minds-on interdisciplinary exploration of English, history, math, science and electives ripe with real-life applications and community partnerships. Our curriculum prepares students for college success through rigorous and relevant activities, including Advanced Placement classes. Students have access to before and afterschool tutorial and a full range of extra-curricular and elective classes.

School / Academic Goals

- ü To assist students in fully exploring and developing their academic talents and interests while preparing them for success at a college or university.
- ü To offer a variety of opportunities to match student needs and interests, while maintaining a clear focus on academic achievement, leadership skills and personal growth and development.
- ü To provide opportunities inside and outside of the school environment that support, complement and supplement their high school curriculum.
- ü To provide a rich and varied range of community service activities to allow students to be meaningful contributors to the school and Tucson community at large.

Enrollment

October 1, 2004 School Year Student Enrollment : 105
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 110

Instructional Programs

- ü Seminar Classes
- ü Advisory Groups
- ü Block Scheduling
- ü Advanced Placement Options
- ü Skill Level Multi Age Placement
- ü Tutorial Support
- ü College Preparatory
- ü Dual-enrollment with Pima College

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 45 minutes
First Day of School :	8/10/2005
Last Day of School :	5/28/2006

Shared Responsibilities

School

ACPA is responsible for informing parents of our mission, expectations and achievements. ACPA is responsible for informing parents about their child's progress and attendance. Information is available through websites, calls, newsletters, email and personalized summer meetings.

Parents

Parent provide current student data, immunizations, accurate information and required paperwork. Parents are responsible for attendance, transportation and dress code compliance. Parents are responsible for communicating and meeting with faculty.

Transportation Policy

All students take the city bus to school, walk, ride their bikes or are transported by parents. Students from throughout the Tucson metropolitan area attend ACPA.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Presidential Scholar at Drake University	2005
ü President's Scholarship and Blue and Gold Award	2005
ü National Hispanic Scholar	2003
ü Baird Fellow at UA Honors - \$40,000 Scholarship	2003

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	27	27	69846	100	100	100	704	704	699	20	20	21	16	16	11	48	48	49	16	16	18
All Students (Prior Year)	--	--	65934	--	--	100	--	--	492	--	--	43	--	--	18	--	--	24	--	--	15
Female	12	12	34328	100	100	99	696	696	702	18	18	19	18	18	12	55	55	51	9	9	18
Male	15	15	35509	100	100	100	710	710	696	21	21	23	14	14	11	43	43	48	21	21	18
African American	NC	NC	3535	NC	NC	100	NC	NC	677	NC	NC	31	NC	NC	15	NC	NC	46	NC	NC	8
Hispanic	NC	NC	23363	NC	NC	100	NC	NC	680	NC	NC	32	NC	NC	16	NC	NC	45	NC	NC	7
Asian/Pacific Islander	NC	NC	1742	NC	NC	99	NC	NC	733	NC	NC	8	NC	NC	7	NC	NC	46	NC	NC	38
American Indian/Alaskan Native	--	--	4785	--	--	100	--	--	671	--	--	39	--	--	17	--	--	39	--	--	5
White	14	14	36421	93	93	99	720	720	714	15	15	12	8	8	8	54	54	54	23	23	26
Students with Disabilities	NC	NC	7690	NC	NC	100	NC	NC	593	NC	NC	64	NC	NC	14	NC	NC	21	NC	NC	2
Students without Disabilities	24	24	62220	100	100	99	709	709	712	14	14	16	14	14	11	55	55	53	18	18	20
Limited English Proficient Students	--	--	5834	--	--	100	--	--	612	--	--	46	--	--	20	--	--	31	--	--	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	10	10	21421	100	100	92	700	700	686	20	20	35	30	30	15	30	30	43	20	20	7
Non-Economically Disadvantaged	17	17	48489	100	100	100	707	707	704	20	20	15	7	7	10	60	60	52	13	13	23

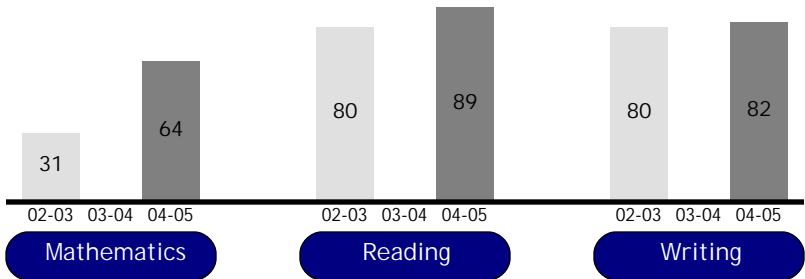
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	29	29	71311	97	97	100	721	721	694	0	0	7	11	11	21	74	74	63	15	15	9
All Students (Prior Year)	--	--	68162	--	--	100	--	--	509	--	--	18	--	--	24	--	--	51	--	--	8
Female	13	13	34899	100	100	100	706	706	700	0	0	5	25	25	19	67	67	66	8	8	10
Male	16	16	36430	94	94	100	732	732	688	0	0	9	0	0	22	80	80	61	20	20	8
African American	NC	NC	3573	NC	NC	100	NC	NC	676	NC	NC	9	NC	NC	26	NC	NC	60	NC	NC	4
Hispanic	NC	NC	24056	NC	NC	100	NC	NC	672	NC	NC	13	NC	NC	31	NC	NC	53	NC	NC	3
Asian/Pacific Islander	NC	NC	1731	NC	NC	98	NC	NC	717	NC	NC	3	NC	NC	13	NC	NC	68	NC	NC	16
American Indian/Alaskan Native	--	--	5110	--	--	100	--	--	661	--	--	14	--	--	38	--	--	46	--	--	2
White	16	16	36841	100	100	99	737	737	713	0	0	3	13	13	12	60	60	72	27	27	13
Students with Disabilities	NC	NC	8021	NC	NC	100	NC	NC	590	NC	NC	27	NC	NC	42	NC	NC	29	NC	NC	1
Students without Disabilities	26	26	63379	96	96	100	721	721	707	0	0	5	8	8	18	79	79	68	13	13	10
Limited English Proficient Students	--	--	6402	--	--	100	--	--	596	--	--	25	--	--	44	--	--	30	--	--	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	10	10	22243	100	100	93	718	718	677	0	0	14	22	22	32	44	44	51	33	33	3
Non-Economically Disadvantaged	19	19	49157	95	95	100	722	722	702	0	0	4	6	6	16	89	89	69	6	6	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	30	30	70868	100	100	100	712	712	688	0	0	5	18	18	23	71	71	63	11	11	9
All Students (Prior Year)	--	--	67629	--	--	100	--	--	524	--	--	22	--	--	16	--	--	59	--	--	3
Female	13	13	34710	100	100	99	714	714	697	0	0	3	17	17	19	75	75	66	8	8	12
Male	17	17	36176	100	100	100	711	711	678	0	0	7	19	19	27	69	69	59	13	13	7
African American	NC	NC	3557	NC	NC	99	NC	NC	675	NC	NC	7	NC	NC	25	NC	NC	62	NC	NC	6
Hispanic	10	10	23868	100	100	100	692	692	670	0	0	9	33	33	33	67	67	55	0	0	4
Asian/Pacific Islander	NC	NC	1732	NC	NC	98	NC	NC	713	NC	NC	2	NC	NC	12	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	--	--	5001	--	--	100	--	--	661	--	--	9	--	--	41	--	--	48	--	--	2
White	16	16	36710	100	100	99	721	721	702	0	0	2	13	13	15	67	67	69	20	20	13
Students with Disabilities	NC	NC	7900	NC	NC	100	NC	NC	580	NC	NC	22	NC	NC	49	NC	NC	28	NC	NC	1
Students without Disabilities	27	27	63054	100	100	99	713	713	701	0	0	3	20	20	20	68	68	67	12	12	10
Limited English Proficient Students	--	--	6308	--	--	100	--	--	591	--	--	19	--	--	47	--	--	33	--	--	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	10	10	21994	100	100	92	718	718	673	0	0	10	22	22	36	56	56	52	22	22	3
Non-Economically Disadvantaged	20	20	48960	100	100	100	709	709	694	0	0	3	16	16	18	79	79	67	5	5	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	100	64	64	41	94	53	NA	42	96	52	52	51
	Language	100	57	57	42	94	43	43	42	96	49	49	50
	Mathematics	100	79	79	60	94	54	54	63	96	51	51	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

AmeriSchools College Preparatory Academy - Tucson

School Site Council

Council Composition

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Council Duties

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	6.00
Other Professional Staff	.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	0	0	0
4 to 6 years	0	2	0	0
7 to 9 years	1	0	0	0
10 or more years	1	1	1	1

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	23
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	17%

Resources Available at School Site

Special Facilities

Ü Seminar Areas	Ü Multi-Purpose Area
Ü Multi-Media Lab	Ü Student-Run Store

Extracurricular Activities

Ü Student Council	Ü Music Club
Ü Newspaper/Yearbook	Ü Science Bowl
Ü Coed Soccer, Basketball, Volleyball	Ü Habitat for Humanity
Ü Model United Nations	Ü Student Run Snack Bar

Social Services

Ü Partnership with K-8 Schools	Ü Tutorial Before and After School
Ü Pre-School Internship	
Ü Dual Enrollment Opportunities with PCC	
Ü Community as Learning Lab	

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü ACPA is a Highly Performing school. Test scores remain among the top of Arizona high schools. 91% met or exceeded the standard in writing, 89% in reading and 69% in math. These met or exceeded state averages.
- ü ACPA grads were accepted by UA, UA Honors, NAU, Drake University, Oregon State, UC Santa Barbara, Berkeley, U. of Minnesota and the U. of Michigan with over \$50,000 in scholarships. Grads include a National Hispanic Scholar and a Baird Fellow.
- ü ACPA students logged over 500 hours of community service at Esperanze en Escalante, AIDSwalk, Race for the Cure, Tucson Nursery School, the Brewster Center, Community Food Bank and other local and international organizations.
- ü Student trips include camping in Chirachuas and Grand Canyon, a week-long exploration in San Diego, overnight trips to Phoenix for Science Bowl, trips to local theater companies and museums and an off-campus seminar week based on student interest.

Student Activity Rates for School Year 2004-05

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	100	95	94	95
Transfers Out Rates ⁵	20	12	12	17
Transfers In Rate ⁶	19	28	28	37
Stability Rate ⁷	80	87	87	82
Promotion Rate ⁸	91	96	95	81
Retention Rate ⁹	5	1	1	3
Dropout Rate ¹⁰	2	0	1	6
Status Unknown ¹¹	1	0	1	4
Graduation Rate ¹²	100	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

ACPA families sign a contract of rights and responsibilities. ACPA maintains a drug, alcohol and tobacco-free campus for students, faculty and visitors. Visitors are required to check-in at the front desk. Emergency Plans are continuously updated.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council		
Transportation Policy	Charlene Mendoza	(520) 722-1200
Community Resources	Charlene Mendoza	(520) 722-1200
School Nutrition Programs		
Parent Organization	Charlene Mendoza	(520) 722-1200
Student Health/Nurse		

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 25 Copies = \$10.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.